DOCUMENT RESUME

ED 190 485 SP 015 941

AUTHOR Martin, Rita J.: And Others
TITLE The Implications of Tutoring Experiences on Preservice and Inservice Educators and Their Students.
NOTE 9p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Content Area Reading: *Diagnostic Teaching: Inservice Teacher Education: *Instructional Development: Language Arts: Lesson Plans: Preservice Teacher Education: Program Evaluation: *Reading Comprehension: Student Attitudes: *Teaching Methods: *Tutoring

ABSTRACT

A description is given of a program designed to provide preservice and inservice educators with training in the development of language arts processes, planning for instruction in order to meet a specific child's diagnosed needs, and evaluation of the instructional plan. Children participating in the program were diagnosed as needing instruction on the levels of secondary remedial, tutorial, enrichment, early childhood, or gifted. Emphasis in this high intensity program was on the development of a meaning-oriented concept of reading. Pre- and post-test results suggested that as students' comprehension and accuracy scores increased, their reading rate tended to decrease. Implications of this teaching method for teacher education are considered. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED190485

THE IMPLICATIONS OF TUTORING EXPERIENCES ON PRESERVICE AND INSERVICE EDUCATORS AND THEIR STUDENTS

Authors: Rita J. Martin
Enrico V. Frataccia
Angela S. Donofrio
Gary T. Ryan
David W. Van Clear
Barbara Goodman

University of Texas at Arlington
Arlington, Texas

Janet K. Black

North Texas State University
Denton, Texas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rita J. Martin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 015 941

The Implications of Tutoring Experiences on Preservice and Inservice Educators and Their Students

Problem

In order to provide a realistic teaching and learning environment for University of Texas at Arlington teacher certification graduate and undergraduate students, the Summer Adventure in Learning (S.A.I.L.) Program was conducted in the summer of 1978 and replicated during the summer of 1979. The primary focus of the SAIL Program was to provide high intensity treatment directed toward facilitating the development of language arts processes for certification students and for the children for whom they provided instruction. This program was designed to empnasize the following objectives:

1. to provide an experiential base for education classes,
2. to provide preservice and inservice teacher education students with training in the development of language arts processes, planning for instruction relative to the child's diagnosed need, and evaluation of the instructional plan,

3. to provide experiences for area school children.

The major research question was: What are the effects of a high intensity treatment involving language arts processes development?

Method

Subjects. Table I identifies the programmatic emphasis, the age levels, and the numbers of children participating in the 1979 S.A.I.L. Program.

Program Area	Age Levels	Number
Tutorial	8-11	59
Secondary remedial	12-15	14
Enrichment	8-11	47
Early childhood	4-7	15
Talented and gifted	11-14	21

Table I Program Area, Age Levels, and Number of Children Participating in the 1979 S.A.I.L. Program.

Instruments. The Gilmore Oral Reading Test (GORT) (Gilmore & Gilmore, 1968) was administered in a pre-test/post-test format to the tutorial and enrichment children.

Treatment. Undergraduate and graduate students received procedural training in facilitating the develop-

ment of language arts processes, in developing techniques for teaching the processes, and in designing and implementing effective diagnostic-based lesson plans. A treatment format was given to each UTA student. Emphasis in the reading area was directed toward the development of a meaning-oriented concept of reading. The length of treatment for the children was 16 days each summer session for a total of 32 hours of instruction.

Procedures. Data were collected from 59 pupils in the tutorial session and 47 pupils in the enrichment session. The GORT was administered to assigned pupils by the UTA tutor during the first few days of each session. The post-test was administered in the same manner during the last two days of each session.

Results

Table II reports that comparisons of GORT pre-test/post-test scores for the tutorial and the enrichment session subjects yielded significant improvement in reading accuracy and comprehension ($p < .001$). Comparisons of pre-test/post-test rate scores showed a decrease. Data presented in Table II reflects the comparison and analysis of GORT pre-test/post-test scores relative to accuracy, comprehension, and rate.

Table II Comparison of Accuracy, Comprehension, and Rate Pre-test and Post-test Scores for Treatment Subjects

Variable Name	Number of Cases	Mean	Standard Deviation	t Value	Degree of Freedom	F Probability
Accuracy Pre-test	103	36.50	16.89	-6.64	102	$p < .001$
Accuracy Post-test	103	43.15	19.29			
Comprehension Pre-test	103	27.16	9.43	-4.94	102	$p < .001$
Comprehension Post-test	103	32.10	8.97			
Rate Pre-test	103	93.03	32.40	2.96	102	p .17
Rate Post-test	103	90.10	28.66			

Discussion

Analysis of the data reveal gains in reading comprehension and accuracy and a decrease in reading rate. These results are in line with the 1978 findings as reported to SERA in February, 1979 (Martin, et al). Statistical evidence confirmed the influence of the high intensity language arts program involving direct attention to the meaning-oriented concept of reading. As the comprehension and accuracy scores increased, reading rate tended to decrease. Pupils appeared to be decreasing rate in a deliberate effort to obtain meaning.

Data from pre-service teacher conferences, interviews with children, reports from parents, and participant observation produced several results. Pre-service teachers seemed to become more confident as well as more inquisitive in regards to language arts education. Pupils not only developed a more positive attitude about reading, but also, according to an informal parent questionnaire, the children increased at-home reading as well.

Implications

The effects of a tutorial experience on preservice and inservice educators and their students suggest

further investigation into the value of realistic experiences within education course framework. Application of theory into immediate practice provides the certification student with evidence as to the appropriateness of the lesson plan.

References

Gilmore, J. V. and Gilmore, E. C. Gilmore Oral Reading Test. Dallas: Harcourt, Brace and World, Inc., 1968.

Martin, R. J., Frataccia, E. V., Brooks, D. M., Funkhouser, C. W., Black, J. K., and Gunther, M. V. The Effect of a Hign Intensity Short-Term Tutorial/ Enrichment Instruction on Reading Achievement, paper presented SERA, Houston, 1979.